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REVIEWS

M. Tulli Ciceronis, Cato Maior De Senectute. Edited with Introduction and Commentary, by Edwin W. Bowen. Boston: D. C. Heath and Co. (1909). Pp. xlii + 127. \$75.

M. Tulli Ciceronis, Laelius De Amicitia. Edited with Introduction and Commentary, by Edwin W. Bowen. Boston: D. C. Heath & Co. (1909). Pp. xxviii + 125. \$75.

The familiar essays of Cicero are here edited in separate form, and the editor has clearly made an effort, which is attended with marked success, to interpret these works with reference to the needs of young students. As every teacher knows, many school and college editions in this country contain, in addition to the suggestions which the student really needs in order to understand and enjoy what he reads, also an undue amount of erudite matter, cross references, and textual criticisms, which may or may not be of value even to the instructor, who presumably has access himself to the elaborate and annotated editions. Professor Bowen's editions are likely to be little criticised on this score. Each book contains a brief introduction on the date of composition, the identity of the speakers and the literary form of the respective dialogues, Cicero's sources, a brief bibliography on criticism and interpretation, and a list of recent editions. The excellent revised edition of the *De Senectute* by Huxley (Oxford, 1901) is not included. The text is printed in a clear type, the lines being numbered continuously throughout each essay. The long vowels are not marked, a feature that will seem a defect to some teachers who require the reading of Latin in the class-room and who still prefer to place a marked text in the hands of their freshman classes.

The commentary is interesting and helpful and extensive enough for the needs of the average student. The editor has evidently tried to make the commentary one of human interest, for example, in his notes on the augur, the theatre, Epicureanism, the circus, etc. Every teacher will, of course, find unnoticed in the interpretation what he individually has been accustomed to emphasize in his classes; naturally we should not all edit the same work alike. But Professor Bowen seems to the reviewer to have produced a fairly even and uniform commentary. Only occasional references are made to the grammars, and unfortunately at times these references are to the Gildersleeve Grammar alone (for example, in the edition of the *De Senectute*, on p. 37, in the note on *levasso*; on p. 53, in the note on *dubitavit dicere*; on p. 59, in the note on *patribus*). The importance of a uniform grammatical terminology is emphasized anew in such phrases as "subjunctive of partial obliquity", "accusative of the inner object", which are not intelligible to college students who have studied other

grammars than the Gildersleeve. A critical appendix is provided for both editions.

Every critic can point out errors such as the spelling of Anthony (*De Amicitia*, p. ix), G. Gracchus (ib., xvii; the editor, however, makes an express statement about the abbreviation p. 44, l. 22), Mumius (ib., xix), *es* for *est* (*De Senectute*, p. 10, l. 286). The test, however, of a book is in its actual use and the reviewer on the basis of this experience finds these editions good and altogether worthy of approval.

SWARTHMORE COLLEGE.

WALTER DENNISON.

Latin for Beginners. By Benjamin L. D'Ooge. Ginn and Co: Boston and New York (1911). xii + 348 pages.

The aim of the author of this book is set forth in the opening words of the preface: "To make the course preparatory to Caesar at the same time systematic, thorough, clear, and interesting is the purpose of this series of lessons". First are three pages on the Latin language and its educational value, and seven pages on pronunciation, quantity, etc. Then begin the lessons proper. Six are devoted to a discussion of first principles in sentence structure; the Latin cases are dealt with singly. There are reading exercises and bits of conversation involving nouns of the first declension. In the seventh lesson the first declension is presented entire; thence to lesson 60 the usual forms and vocabularies are given for memorizing. The study of the syntax of clauses and of the subjunctive and of most of the irregular verbs is postponed to Part 3, lessons 61-79, where no new vocabularies are introduced. Thus, while the student is learning the more difficult syntax, he is reviewing vocabulary. This consists of about 600 words, nearly all Caesarian, found in the special vocabularies, which are placed not with the lessons but at the end of the book. The syntax is made up of that recently shown to be desirable for first year work. A feature of the book is the third appendix which contains eight detailed Reviews intended to guide study and to serve as written tests. There are numerous illustrations, some of them colored, justifying, I think, the claim of the publishers that "Never before in a Latin text-book have there been such illustrations".

The first thing that strikes the attention of the reader of this book is the immense amount of simple interesting reading it contains. The pupil is not expected to harrow his soul with the gruesome details of wicked boys throwing stones at one another, but he is taught to use the words he has learned, to see and name in Latin the details of illustrations, and to feel an interest in the family life of the Romans, their weapons of war, their mythology, and, finally, in the exploits of their great commander. This material appears in the form of

detached sentences, connected passages, dialogue, question and answer, and stories, mostly mythological, continued from lesson to lesson. Finally, after working through the Labors of Hercules, the author makes the interest culminate in a story in sixteen chapters entitled P. Cornelius Lentulus: The Story of a Roman Boy. A most interesting story it is, from Publius's childhood at the foot of Vesuvius, where he played *casa* with Lydia, daughter of the *vilicus*, to his participation in the triumph of his general Caesar.

A second point to be noted is that the author is merciless (to use a word of his own regarding review-lessons) to the student so unfortunate as to have a poor memory for words. By the end of the first dozen class-periods he has assigned for memorizing *Vade ad formicam* in 32 words, a vocabulary of about 75 words, the rules of syllabification and quantity, and rules containing about 250 words relating to the uses of the cases. In the Teachers' Manual, a pamphlet accompanying the book, there is especially recommended for memorizing this gem from the Beginners' book: "But the dative is used to denote that *to* or *towards* which a benefit, injury, purpose, feeling or quality is directed, or that *for* which something serves or exists". Almost immediately thereafter the docile lad is invited to perform some grammatical exercise on the suggestive sentence,—"Do you think Latin is hard?"!

A casual inspection of Latin primers as from time to time a new one appears might lead one to doubt that the authors really had decided whether the books were intended for the teacher or for the pupil. In nearly every book are to be found quantities of exposition which no pupil ever will read and yet not detailed enough to instruct an ignorant teacher. But no such doubt can exist regarding this book. University Extension has reached Latin at last, and henceforth no Chautauqua reading circle need lack a Latin textbook. The book positively teaches itself. If the teacher can persuade his pupils actually to read this printed page, his troubles are over. Even the suggestion "drill on this" offered usually to the teacher is given here directly to the pupil who is invited to "drill on the words you have underlined". Incidentally this direction to underline words is of doubtful propriety where, as in many schools, the book is not the property of the student.

I append a few other notes. The teacher using this book must accept the rule for syllabification that in combinations of consonants (except of a mute followed by l or r) the first consonant goes with the preceding vowel. The example *ae-sta-te* (pp. 7 and 9) seems not to follow this rule. As regards word-order, the statement is made (p. 29) that "In a Latin sentence the most emphatic place is the *first*; next in importance is the *last*; the weakest point is the *middle*". In the printing of

the paradigms in Appendix 1, the verbs are arranged, as in other recent textbooks, so that a complete conjugation appears on two facing pages. The paper is fair, the type and display good. Finally, the personality of the author as an enthusiastic Latinist appears throughout, from the dedication, *Filiolo me qui me non solum dicenda sed etiam tacenda docuit hoc opusculum est dedicatum*, to the last sentence of the Teachers' Manual: "Make the review as searching and rigid as possible". It seems to me that the author has attained his purpose as set forth in the preface. The book is "systematic, thorough, clear, and interesting".

W. W. KING.

BARRINGER HIGH SCHOOL, Newark, N. J.

The New York State Teachers Association will meet this year in Albany on November 27-29. The Latin Section will have two sessions on Tuesday, November 28, in Room L of the High School. In the morning there will be a discussion of the State Department Syllabus in Latin, as follows: Requirements in Sight Reading, P. R. Jenks, Flushing High School; Significance of Latin I and II as offered by the Syllabus, Mae A. Fuller, Cortland High School; How can we arouse interest in Latin, Elizabeth McJ. Tyng, Packer Collegiate Institute, Brooklyn. After this there will be an Open Forum led by Principal F. A. Parker, Elmira Free Academy. In the afternoon Professor Charles E. Bennett will read a paper on Perspective in Classical Study and Teaching. The discussion of this paper will be led by Professor McCrea of Columbia University and Superintendent A. R. Brubacher of Schenectady. Professor George D. Kellogg of Union College will speak on Repairing the Fences of the Latin Field. The discussion of this paper will be led by Principal F. A. Gallup of the Albany High School.

Mr. J. E. Barss, of the Hotchkiss School, Lakeville, Connecticut, has just published Third Year Latin for Sight Reading (American Book Co.). Pages 7-13 explain how to read at sight and discuss the use of word-formation in sight reading. Then follow (15-123) selections from Cicero and Sallust—from Sallust's *Catilina* and *Bellum Iugurthinum*, from Cicero's Second and Fourth Orations against Catiline, the Verrines, the Pro Roscio, the Letters, and the De Senectute. These selections give an amount of text equal to two and one half times that of the second and fourth Catiline Orations, "thus allowing a fairly wide freedom of choice for teachers who wish to complete the quantitative requirement of the new definitions" of the entrance requirements in Latin. There are brief footnotes, which adapt the book to rapid reading by the pupil himself without guidance by a teacher.

C. K.